

## Tamassee-Salem Middle

P.O. Box 96  
Salem, SC 29676

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	146 Students	
<b>Principal</b>	Steve M.R. Moore	864-944-0444
<b>Superintendent</b>	Dr. Valerie Truesdale	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	3	18	26	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

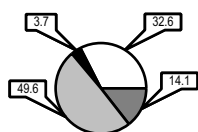
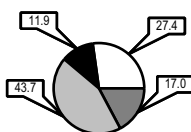
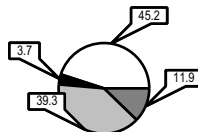
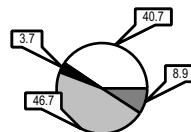
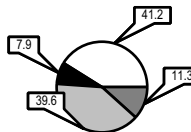
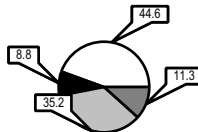
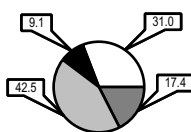
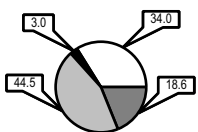
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	146	98.6	31.6	50.4	14.3	3.8	30.8	Yes	Yes
<b>Gender</b>									
Male	80	100.0	44.7	48.7	5.3	1.3	19.7		
Female	66	97.0	14.0	52.6	26.3	7.0	45.6		
<b>Racial/Ethnic Group</b>									
White	140	100.0	32.1	49.6	14.5	3.8	31.3	Yes	Yes
African American	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	109	98.2	28.9	49.5	16.5	5.2	35.1		
Disabled	37	100.0	38.9	52.8	8.3	0.0	19.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	146	98.6	31.6	50.4	14.3	3.8	30.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	146	98.6	31.6	50.4	14.3	3.8	30.8		
<b>Socio-Economic Status</b>									
Subsidized meals	85	97.7	37.8	55.4	5.4	1.4	20.3	Yes	Yes
Full-pay meals	60	100.0	23.7	44.1	25.4	6.8	44.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	146	98.6	26.3	44.4	17.3	12.0	40.6	Yes	Yes
<b>Gender</b>									
Male	80	100.0	30.3	44.7	17.1	7.9	42.1		
Female	66	97.0	21.1	43.9	17.5	17.5	38.6		
<b>Racial/Ethnic Group</b>									
White	140	100.0	26.7	43.5	17.6	12.2	41.2	Yes	Yes
African American	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	109	98.2	18.6	44.3	20.6	16.5	46.4		
Disabled	37	100.0	47.2	44.4	8.3	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	146	98.6	26.3	44.4	17.3	12.0	40.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	146	98.6	26.3	44.4	17.3	12.0	40.6		
<b>Socio-Economic Status</b>									
Subsidized meals	85	97.7	32.4	51.4	10.8	5.4	28.4	Yes	Yes
Full-pay meals	60	100.0	18.6	35.6	25.4	20.3	55.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	146	98.6	44.4	39.8	12.0	3.8	15.8
<b>Gender</b>							
Male	80	100.0	50.0	40.8	6.6	2.6	9.2
Female	66	97.0	36.8	38.6	19.3	5.3	24.6
<b>Racial/Ethnic Group</b>							
White	140	100.0	45.0	38.9	12.2	3.8	16.0
African American	5	60.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	109	98.2	36.1	44.3	14.4	5.2	19.6
Disabled	37	100.0	66.7	27.8	5.6	0.0	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	98.6	44.4	39.8	12.0	3.8	15.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	146	98.6	44.4	39.8	12.0	3.8	15.8
<b>Socio-Economic Status</b>							
Subsidized meals	85	97.7	55.4	35.1	9.5	0.0	9.5
Full-pay meals	60	100.0	30.5	45.8	15.3	8.5	23.7

<b>Social Studies</b>							
All Students	146	98.6	39.8	47.4	9.0	3.8	12.8
<b>Gender</b>							
Male	80	100.0	47.4	39.5	9.2	3.9	13.2
Female	66	97.0	29.8	57.9	8.8	3.5	12.3
<b>Racial/Ethnic Group</b>							
White	140	100.0	40.5	46.6	9.2	3.8	13.0
African American	5	60.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	109	98.2	34.0	49.5	11.3	5.2	16.5
Disabled	37	100.0	55.6	41.7	2.8	0.0	2.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	98.6	39.8	47.4	9.0	3.8	12.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	146	98.6	39.8	47.4	9.0	3.8	12.8
<b>Socio-Economic Status</b>							
Subsidized meals	85	97.7	48.6	44.6	6.8	0.0	6.8
Full-pay meals	60	100.0	28.8	50.8	11.9	8.5	20.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	43	100.0	36.6	48.8	9.8	4.9	14.6
	7	52	100.0	35.3	49.0	15.7	N/A	15.7
	8	63	100.0	21.7	60.0	16.7	1.7	18.3
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	50.0	38.1	11.9	0.0	11.9
	7	44	97.7	20.0	62.9	8.6	8.6	17.1
	8	55	98.2	24.5	49.0	22.4	4.1	26.5
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	43	100.0	17.1	43.9	17.1	22.0	39.0
	7	52	100.0	25.5	43.1	23.5	7.8	31.4
	8	63	100.0	16.7	55.0	18.3	10.0	28.3
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	26.2	35.7	26.2	11.9	38.1
	7	44	97.7	17.1	37.1	14.3	31.4	45.7
	8	55	98.2	26.5	59.2	14.3	0.0	14.3
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	47.6	26.2	26.2	0.0	26.2
	7	44	97.7	31.4	45.7	11.4	11.4	22.9
	8	55	98.2	46.9	49.0	2.0	2.0	4.1
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	54.8	35.7	7.1	2.4	9.5
	7	44	97.7	28.6	54.3	11.4	5.7	17.1
	8	55	98.2	34.7	51.0	10.2	4.1	14.3

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 146)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	21.0%	Down from 57.5%	15.5%	15.5%
Retention rate	2.0%	Up from 1.9%	3.5%	3.0%
Attendance rate	96.8%	Down from 97.1%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.6%	Down from 19.0%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	14.6%	Down from 18.3%	4.8%	4.6%
Eligible for gifted and talented	17.7%	Up from 11.9%	16.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.5%	Down from 26.3%	15.4%	13.6%
Older than usual for grade	4.1%	Down from 5.4%	5.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.0%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 12)</b>				
Teachers with advanced degrees	N/A	N/A	46.1%	51.8%
Continuing contract teachers	N/A	N/A	79.2%	78.1%
Highly qualified teachers	N/A	N/A	90.0%	89.6%
Teachers with emergency or provisional certificates	N/A	N/A	7.1%	6.0%
Teachers returning from previous year	N/A	N/A	84.5%	85.4%
Teacher attendance rate	94.6%	Down from 95.2%	94.8%	94.9%
Average teacher salary	N/A	I/S	\$40,199	\$41,328
Prof. development days/teacher	14.7 days	Up from 13.2 days	11.9 days	11.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.9 to 1	20.9 to 1	21.3 to 1
Prime instructional time	88.8%	Down from 90.6%	88.7%	89.3%
Dollars spent per pupil*	\$7,543	Down 6.9%	\$5,701	\$6,022
Percent of expenditures for teacher salaries*	57.0%	Up from 56.5%	61.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 96.7%	97.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%			
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year presented wonderful opportunities for our school and community. With the partnership of our SIC, we were able to build on past successes and focus on the present and future. Student accomplishments included school winners for the SC Lieutenant Governor's Writing Award; first time participation in Healthy Ventures for middle school students; school winner and participation in the National Geographic Geography Bee and participation in the Middle School Math Counts competition.

Though our absolute rating for the state report card was "Good" for our middle school, we work hard to improve as our students and teachers continue to produce a climate where success is an expectation.

The continuing support from our growing SIC and community friends has been invaluable as we work together toward building a successful program for young people. As always, the Salem Lion's Club continues its efforts to support our students through the Eagle Pride program honoring student achievement.

We continue to expect from everyone an accountability of what is taking place within our school. Each person in our school and community must choose to take a more active part so that our school is a place where students have an opportunity to learn. Ask yourself, "What can I do to be a part of this team?"

We have only scratched the surface of what can be done in our school. The students will be the winners when we continue to work to make our school be a place where "Success is an Expectation and Failure is Not an Option." Together we can and will achieve.

Tricia Burgess, SIC Chairperson  
Steve M.R. Moore, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	8	42	25
Percent satisfied with learning environment	100.0%	71.4%	91.7%
Percent satisfied with social and physical environment	100.0%	78.6%	76.0%
Percent satisfied with school-home relations	57.1%	76.2%	68.0%

\*Only students at the highest middle school grade level at this school and their parents were included.